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New Vision for World Water

by Mary Paden

Through a six-day public forum, a two-day ministerial conference, and a 136-page report, the World Water Council and its UN-sponsored commission have called world attention to the need for more urgent action on water problems and developed a new approach called "integrated water resources management" that calls for market pricing, watershed-based management, local participation, and equity of access for the poor.

Water Issue

This issue is devoted to water education and communication: from scarcity in dry countries, to river and lake monitoring, to ocean messages. We urge readers to take advantage of the wealth of water information generated by the Second World Water Forum this spring. The September issue will be on Education for Sustainability. Both topics were requested in our recent reader survey.

Meeting at the Second World Water Forum in March at The Hague, 3000 participants and 100 ministers discussed the world's growing need for water security in the 21st century.

"Experts now agree that if we continue to manage our water as we have in the past, the world will face a major water crisis in the coming decades because of its increasing scarcity in numerous locations," said Ismail Serageldin, chairman of the World Commission on Water for the 21st Century and World Bank vice president for special programs.

The ministers issued a declaration calling for protection of basic human needs and ecosystems by using integrated management systems, controlling pollution, sharing water resources, and increasing the price of water. But nongovernmental organizations in attendance promptly criticized it as

"woefully short of the goal" because it was "full of reservations and escape clauses" and conveyed "no real sense of urgency."

The World Water Council (WWC), an international water policy think tank with 200 organizational members including government, businesses, and NGOs, identified seven trends that will lead many countries to water problems—and possibly to conflict with neighbors—in the next century. They are:

◆ **Water Scarcity:** In the 1950s only a few countries had scarce water, now more than 26 countries are water-short and by 2050, 66 countries with two-thirds of the world's population will face moderate to severe water shortages.

◆ **Lack of Accessibility:** 1.2 billion people still lack access to clean drinking water and 2.9 billion lack access to sanitation.

◆ **Water Quality Deterioration:** Industrialization, urbanization, and agricultural intensification have muddied the waters with waste.

◆ **World Peace and Security:** More border disputes have resulted from water rights than any other resource issue.

◆ **Lack of Awareness by Decision-Makers and the Public:** Political leaders are largely unaware of the dimensions of the impending water crisis, thus long-term planning to alleviate it is rare.

◆ **Decline of Financial Resources Allocation:** Since the 1980s the amount of international development funds for water projects has declined, so have investments by national governments and the private sector.

◆ **Fragmentation of Water Management:** Water management is divided at the global level among various UN organizations and usually at the national level among several agencies. Harmonizing the institutional chaos around water management is essential.

The Water Commission called for an increase in global investment in water supplies to \$180 billion per year from the

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Billboard from watershed communications campaign in Panama

Panama Canal Watershed On Agenda

A watershed communications campaign can not only raise public awareness, but also put water issues on the public policy agenda. Items on the agenda attract projects and funding from many sources—more than any one local or international agency could provide alone.

José Ignacio Mata, GreenCOM Panama resident advisor, is orchestrating such a campaign around the Panama Canal watershed. The campaign focuses on how the watershed provides the country with clean water, electricity, food, ecotourism, and the water to keep the famous canal functioning. Panama took over operations of the canal from the US at the end of 1999.

Mata, a veteran of other successful campaigns in Central America, described the importance of communication as a force of change to GreenCOM staff in May. Discussing two other change mechanisms—laws and individual behavior change—Mata noted that Panama has strong environmental laws, but spotty enforcement. Regarding individual change, he asked, "Why should a mother continue to sort her bottles from her papers when she sees that the city puts them all in the same truck?" A communications campaign can get the issue on the public agenda so that people expect and demand action. Elected officials can set priorities for projects and funding for

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Win Free Prize! Reader Survey Continues

Most *Human Nature* readers are program developers or managers, professors, adult educators, or nonformal educators. You work mostly in Africa, Latin America, North America, and Asia. You have read only 1-3 issues of *Human Nature*.

But that is all we are going to tell you right now.

Our statisticians say that if we could only hear from a few more of you, we could report something really interesting about where EE&C professionals around the world get their information, what they care about, and what they need.

So we are offering a prize. Return our survey and you will receive a free copy of GreenCOM's new handbook, *Environmental Education & Communication for a Sustainable World: Handbook for Practitioners*, hot off the press in mid-July (see page 4). Those who already filled out a survey will also get a copy. Fill out the paper copy enclosed with this issue and mail or fax it to us or go to www.usaid.gov/enviroment/greencom and fill out the web version.

Watch for the results on the GreenCOM website at www.usaid.gov/environment/greencom.

Human Nature looks at ways that environmental education and communication (EE&C) affect the people who affect the earth. We hope to share innovative, practical ideas from around the world, link resources with those who can use them, and consider the education and communication implications of larger political, scientific, social, and cultural events.

Q&A on Water

Q. *Is there less water now than there used to be? What happened to the water cycle?*

A. The water cycle is still in effect and the world still has as much water as ever. However, it has a lot more people and new methods of agriculture and industry that use more water. Thus there is less water available *per capita* than previously. And experts predict that by 2025 we will need 40% more water for cities and 20% more for food growing.

Q. *It still seems like there is a lot of water around. Isn't about 70% of the Earth covered by water?*

A. Yes, but the real question is, how much of that water is available for human use? Most of the world's water is in the salty oceans or locked up in polar ice caps. It turns out that only 0.08% is available to us.

Q. *How much water does a person need?*

A. The UN calculates that—given all uses—the average annual per capita benchmark is 1,000 cubic meters. Below that people start to suffer from “water stress,” that is national economic development as well as personal health and nutrition are affected. Already 20 countries suffer from water stress, according to Population Action International of Washington, D.C. By 2050, 45 countries are projected to face water stress.

Q. *How many people are short on water?*

A. Today, 1.2 billion people are short of clean water and by 2050, two-thirds of the world's population will face water shortages. Plus 2.3 billion people lack access to sanitation facilities, which is a big problem in the spread of disease.

Q. *So a lot of people get sick when they don't have enough water?*

A. That's right. The UN estimates that up to 4 million people a year—2 million of them children—die of waterborne diseases, which are spread by lack of clean drinking water and sanitation.

Q. *Sounds like a grim future. Is there a better scenario?*

A. The World Water Council envisions a different scenario in its report *World Water Vision*. It sees a world in 2025 in which communities make decisions about water use in their river basins, and technology and management techniques provide “more crops and jobs per drop,” and water is managed to maintain the quality of freshwater ecosystems, which provide a variety of services to our communities.

Q. *How do they propose to get to that scenario?*

A. They call for five actions: 1) involve all stakeholders in integrated water management; 2) move towards full cost pricing of all water services; 3) increase public funding for research and innovation; 4) increase cooperation in international water basins; and 5) massively increase investments in water.

for more information see
www.worldwaterforum.org

Survey Defines Best Ocean Messages

The ocean has offered us messages in bottles over the years, but now The Ocean Project, a coalition of aquaria, zoos, and nonprofit organizations in the United States has offered the first persuasive messages about ocean conservation developed through an American survey.

The Ocean Project, based in Washington D.C., commissioned a survey research firm, Belden, Russonello & Stewart, to conduct 1,500 telephone interviews to determine American attitudes toward and knowledge about the oceans. They followed up with six focus groups to test conservation messages based on the research. These messages were distributed to The Ocean Project's member organizations this spring to help them increase public concern about the oceans.

The survey found that Americans have a superficial knowledge of the

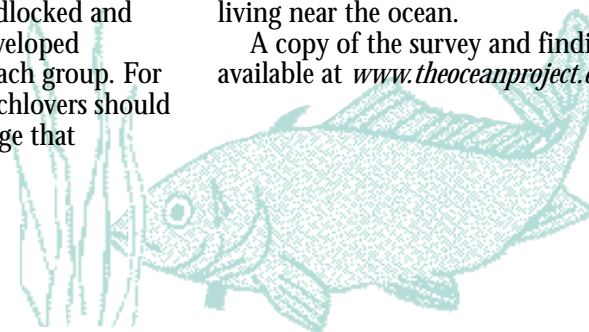
oceans: they know oceans are important and should be protected, but are unaware of specific ocean functions or how people contribute to ocean pollution. Most Americans do not think the oceans are in immediate danger nor is there an urgent need for action to protect them. Damage to oceans is considered a secondary environmental problem. They view oceans as powerful, vast, relaxing and fun—reflecting mainly a recreational contact with the seas.

The researchers found five groups of respondents who might respond to different messages about ocean conservation. The groups are: Young Beachlovers, Aquarium Goers, Older Beachlovers, Unconnected and Unconcerned, and Landlocked and Unconcerned. They developed different messages for each group. For example the young Beachlovers should respond best to a message that

reinforces their connection to the oceans as places of fun and relaxation that we all need to protect, whereas the Landlocked and Unconcerned may need to hear about the importance of ocean health and its impact on humans.

Researchers concluded that the task of US ocean conservation groups is to increase the urgency of ocean protection by combining emotion and information and appealing to values and individual responsibility and to use different approaches to the different attitudinal groups. They noted that the demographic groups most likely to respond to positive messages about ocean conservation are women, blacks, Hispanics, and those living near the ocean.

A copy of the survey and findings is available at www.theoceanproject.org.



Forum Gives Vision for Water Care

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current \$70-80 billion, with most of the increase coming from the private sector. The water vision calls for consumers to pay for the full cost of collecting, treating, and disposing of their wastewater. They say the poor suffer the most from the current system of water pricing, which gives subsidies to agriculture and industries. Rather, it says, subsidies should be given to low-income communities.

According to the vision, water management must change as well. It calls for water to be managed by the people who use it, taking into consideration environmental and social factors.

Most international development agencies are backing the new management concept. For example, the US Agency for International Development (USAID) has created a Global Water Team. The Team, in its Environment Center, will offer

technical assistance on the integrated water resource management approach to USAID projects around the world.

Some education and youth initiatives from the conference are described in the box below.

For more information on the World Water Forum see www.worldwaterforum.org. To view the *World Water Vision*, see www.watervision.org

Water Information, Education, and Communication

◆ The ICUN's (World Conservation Congress) contribution to the World Water Vision was a paper, “Vision for Water and Nature,” which puts strong emphasis on the role of education and communication in changing water management practices. It stresses two-way communication in that technical knowledge from experts is twinned with local traditional knowledge and translated into understandable messages. It calls for strengthened education networks among NGOs and in schools as well as among policymakers and experts of various disciplines.

◆ At the World Water Forum, UNESCO, UNDP, the World Bank Institute and other institutions developed a draft vision

paper of how water education should be carried out in schools and communities. The Water Education and Training (WET) Vision, as the plan is called, includes raising public awareness, technology training, negotiation and conflict prevention, and application of new communication media. It states that water-related education must include knowledge of the hydrological cycle as well as an understanding of how water resources can be managed in a way that integrates the ecosystem and the local population. The draft is being circulated for comment until November 2000. An international conference on WET is planned for 2001. More information on the draft and conference will

be posted on the GreenCOM website as it becomes available.

◆ A Global Youth Panel at the World Water Forum drafted its own action plan for improving water security in the 21st century. The youths proposed to launch “The Water Front,” an organization to set up an international youth network to promote action on water issues, put water on the agenda of youth conferences, and disseminate successful water programs for young people. For more information see www.thimun.org/ywwf.

◆ Two new initiatives, CAPNET and WaterNet, focus on bringing the concept of integrated water resources management into postgraduate education.

CAPNET is a global program associated with the Global Water Partnership (GWP), one of the NGOs organizers of the forum. WaterNet is a regional program in Southern Africa.

◆ UNESCO announced at the forum that it will lead an assessment and report biennially on the state of the world's freshwater resources along with 24 UN-affiliated organizations. The first edition of the *World Water Development Report* will be produced by 2002. This report could serve as a current and comparative report on water trends for policymakers, journalists, and educators.

GREEN Water Testing Activates Students Around the Globe

by Atziri Ibañez and Vince Meldrum

How do you get youth excited about water issues? By getting them involved in monitoring the quality of water in their own communities and investigating the source of problems.

The Global Rivers Environmental Education Network (GREEN) has been doing this for 16 years, and has built an international network of teachers and youth committed to understanding, improving, and sustaining water resources. GREEN was founded in 1984 by a group of concerned students. Led by Dr. William Stapp and other educators at the University of Michigan, GREEN began to investigate cases of individuals who had contracted hepatitis from the Huron River. The

students began a water-monitoring program and discovered high levels of fecal coliform bacteria in the river. They discovered the cause of the problem and worked with the local government to find a solution.

Stapp, one of the founding fathers of environmental education in the early 1970s, spread the idea to other countries and the network grew to include 135 countries by 1997 when GREEN held its first international conference in Sydney, Australia. In 1999, GREEN merged with Earth Force, a youth activist organization based in Alexandria, Virginia. GREEN developed a set of materials including low cost water monitoring kits,

monitoring manuals, and case studies of successful projects, which are now distributed through Earth Force.

OzGREEN, Global Rivers Environmental Education Network of Australia, recently launched "Wara Bilong Yumi" (pidgin for "Our Water") in partnership with the East Sepik Local Environment Foundation (ESLF) in Papua, New Guinea. The project uses the GREEN approach to participatory environmental assessment and planning at the local village level and a direct hands-on approach to education. The project involves five schools and five villages in both Wewak and Daru. Once the pilot groups have developed their programs, OzGREEN will help with

ongoing support and assistance.

In the United States, about 800

GREEN-trained educators conduct water-monitoring programs annually.

This spring GREEN plans to add a new Low Cost Estuary and Marine Kit that includes tests for saline environments. GREEN has also launched an on-line Hands-On Center at www.earthforce.org/green to provide more information and activities.



GREEN, a global network of educators and students, became an EarthForce program in 1999

U.S. Water Keepers Alliance Goes International

by Atziri Ibañez

The concept is simple: someone is appointed to take care of a body of water. It could be an individual as in England, where a groundskeeper was appointed to care for an estate's trout stream. Or it could be a group of citizens in Costa Rica, who watch over an important estuary.

The Keeper concept was launched in 1966 on New York's Hudson River, where a coalition of commercial and recreational fishermen mobilized to reclaim the Hudson from its polluters. The fishermen constructed a boat to patrol the river, hired the first full-time River Keeper in 1983, and filed over 150 successful legal actions against Hudson River polluters. The Hudson's miraculous recovery has helped make the Keeper program an international model for ecosystem protection.

The Water Keeper Alliance, based in White Plains, New York, is the umbrella organization for 40 Keeper programs throughout North and Central America. The Alliance is working with local advocates to establish Keeper programs in Belize, the Czech Republic, Italy, Mexico, Poland, and the Philippines. It

is an environmental "neighborhood watch" program, a citizen's patrol to protect communities and the waters they depend on.

The Keeper philosophy is based on the notion that the protection and enjoyment of a community's natural resources requires the daily vigilance of its citizens. A Keeper is a full-time, privately funded, non-governmental ombudsperson whose special responsibility is to be the public advocate for a water body. His or her clients are all the users of the watershed. Keeper programs employ strategies including water quality monitoring, participating in coastal planning, attending board meetings, educating the public, devising solutions to water quality problems, and, if necessary, pursuing litigation.

This year Costa Rica became the first Latin American country to adopt the water keeper philosophy and methods. The Institute for Coastal and Marine Resources (INRECOSMAR), a non-profit organization that collaborates with the government, communities, and the private sector on coastal issues,



This drawing of the Gulf of Nicoya was one of 100 entered in a contest held in May 1999, organized by INRECOSMAR to raise awareness about environmental problems in Costa Rica. The drawings were exhibited at the Universal Library in Costa Rica.

launched an initiative in Costa Rica's Gulf of Nicoya, which is threatened by development, severe contamination, erosion, habitat destruction and overfishing.

For more information on the Water Keeper Alliance see www.keeper.org, call 914-422-4410, or fax 914-422-4437.

Visit INRECOSMAR at www.inrecosmar.org

Watershed on Public Agenda

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themselves, international donors, and nongovernmental organizations.

The Panama watershed campaign, initiated as a USAID/GreenCOM project, has attracted local funding and private contributions. In the past seven months more than 12,000 TV and radio spots have aired, mobile exhibits have been created, posters and materials have been distributed to schools, and a competitive interschool watershed quiz game has begun. Meanwhile, Mata and others have conducted daylong workshops for officials in three cities in the watershed on how to assess their practices in light of watershed conservation. "Our role is that of facilitator," he said. "We (both GreenCOM and

government officials) are visiting, preaching, convincing. Once they set their priorities the particular projects will come."

The initial wave of communications to build awareness will be followed by campaigns promoting the actions needed to improve water quality and quantity, such as controlling soil erosion, limiting pesticides, encouraging agroforestry, identifying the major sources on industrial pollution and obtaining technical assistance to curb it, and changing ranching practices.

For more details on the Panama watershed campaign see www.usaid.gov/environment/greencom/projects3.html

Water Conservation Drives Jordan Project

While learning about water may be academic for some, it is part of daily life in the Middle East. In Jordan, for example, people plan their weeks around which days pressurized water will flow through their pipes. On those days they do laundry, bathe, and fill their rooftop reservoirs to last through the other days when their pipes are dry and the municipal water flows to other neighborhoods.

GreenCOM recently worked with the Royal Society for the Conservation of Nature, a leading Jordanian NGO, on developing water conservation

messages and creating a water conservation curriculum. A new USAID project is assessing the level of water efficiency among the country's major water users and designing voluntary conservation codes, new construction codes; and an award scheme with prizes for the most water efficient school, industry, hotel, mosque, etc. A small grants program will encourage water conservation among communities, women's groups, small businesses, and schools, and a mass media campaign will include a monthly supplement on water in the *Jordan Times*.

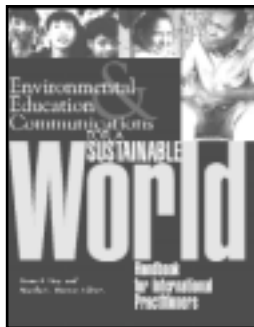
New GreenCOM Book

The GreenCOM staff has distilled its learnings from 30 projects in developing countries into a new guide, *Environmental Education & Communication for a Sustainable World*.

Handbook for International Practitioners, which will be published in July by the Academy for Educational Development. A Spanish version will be released in the fall. The text will be posted on the GreenCOM website.

For a free advance copy, please fill out the Human Nature survey form enclosed with this issue or found at

www.usaid.gov/environment/greencom



Letters to the Editor

Amazon Project Gives Partial Picture

Dear Editor,

The September issue of *Human Nature* reports on the work of the Institute for Culture and Conservation (ICC), a New York-based NGO that produced picture books on wild fruits and medicinal plants for largely illiterate settlers in the Brazilian Amazon.

The ICC assumes that subsistence resource management is the only alternative to loggers exploiting forest dwelling people and converting the forest to cropland and pasture. Though better than the status quo, this approach condemns thousands of communities to poverty.

The USAID-funded BOLFOR project in the Bolivian Amazon and other sustainable forestry projects around the world are proving that forest communities can have their cake and eat it too. Through export market-based incentives, timber companies are induced to practice sound forestry management under the globally accepted guidelines of the Forest Stewardship Council (FSC). Communities with forests are assisted in carrying out inventories and assessments for their land to be FSC certified. FSC requires that communities receive fair wages and fair prices for their products, that cultural values be respected and wildlife conserved.

The ICC could be even more effective if it teamed with the nascent effort in Brazil to promote forest management certification.

Joshua C. Dickinson, Ph.D.

Executive Director
The Forest Management Trust
Gainesville, Florida

Electronic HN

Dear Editor,

I have been reading *Human Nature* since it was launched and found it very informative especially on projects of EE and resources. I was wondering whether you are now producing an electronic version or any other EE bulletins. If so I would like to receive that because in Southern Africa, EE networks are linked and our environmental education resource centre has the mailing addresses of organizations and professionals involved in EE.

Kasbeth Chigwitana
Action Environmental Education Resource Centre
Harare, Zimbabwe

Ed. Note: Beginning with this issue, Human Nature will be posted in html format on the GreenCOM website at www.usaid.gov/environment/greencom. All back issues are on the site in PDF format. Also watch the GreenCOM site for updates about our projects.

Resources

New Books

🌱 **The Daily Globe: Environmental Change, the Public and the Media**, Joe Smith, Ed., Earthscan, UK. Presents the state of knowledge about media treatment and public understanding of key environmental issues around the world. English. www.earthscan.co.uk

🌱 **Environmental Education & Biodiversity**, Arjen E.J. Wals, Ed., Dutch National Reference Centre For Nature Management (IKCN). Gives stepping stones for putting concept of biodiversity into educational terms. English. Contact Chris Maas Geesteranus, IKCN, The Netherlands. Fax 31-317 474909

🌱 **Communicating Nature Conservation: A Manual on Using Communication in Support of Nature Conservation Policy and Action**, Sandra Rientjes Ed., European Center for Nature Conservation. Handbook on practical information about communication and partnership building for nature conservation. English. www.ecnc.nl/doc/publicat/commman

🌱 **Interpreting Biodiversity: A Manual for Environmental Educators in the Tropics**, Margret C. Domroese and Eleanor J. Sterling, American Museum of Natural History. Contains key steps for an interpretation program: exhibit design, interpretive presentations, outreach, and evaluation. English, Spanish, French. \$15 in developing countries/\$25 in industrialized countries. Order at biodiversity@amnh.org or fax 212-769-5292

🌱 **Ecological Education in Action: On Weaving Education, Culture and the Environment**. Celebrates the work of innovative educators in North America who explore ecological issues in school and non-school settings. How to reshape thinking to value sufficiency, mutual support, and community. Gregory Smith and Dialfruz, eds. State University of New York Press, Albany, NY. English. www.sunypress.edu

🌱 **Earth Odyssey**, Mark Kertsgaard, Broadway Books, New York. A journalist makes a six year journey around the world reporting on global and local environmental trends and truths. Brings out the drama and urgency of environment and development issues. English. www.broadwaybooks.com

🌱 **Vanishing Borders: Protecting the Planet in the Age of Globalization**, Hilary French, W.W. Norton & Co., New York and London. Worldwatch vice president Hilary French argues for integrating ecological considerations into the still-nascent rules of global commerce by reforming international treaties and institutions. www.worldwatch.org

🌱 **World Resources 2000-2001 People and Ecosystems: The Fraying Web of Life**, World Resources Institute, Washington, D.C. This assessment, which reveals widespread decline in the world's ecosystems at the beginning of the millennium, was produced with UNDP, UNEP, and the World Bank. Executive summary is available on the web and in print. The full report will be out in September. English. www.wri.org/wr2000

🌱 **Vital Signs 2000**, Worldwatch Institute, W.W. Norton & Co., New York and London. The 9th annual edition of this book on global trends finds a growing gap in wealth, power, opportunities, technology, and survival prospects between the rich and poor. English, www.worldwatch.org for other languages see www.worldwatch.org/foreign/index.html

🌱 **Green Politics, Centre for Science and Environment**, New Delhi, India. Gives the southern perspective on

global environmental negotiations such as climate change and biodiversity conservation. English. www.cseindia.org

Websites/Electronic Newsletters

🌱 **The Population Reference Bureau and the National Council for Science and the Environment** launched a new website to examine the relationship among population, health, and environmental issues. The site features on-line moderated conversations with experts, briefing books for nine countries that provide data and key trends. English, Spanish, and French. www.popplanet.org

🌱 **Pachamama: Our Earth, Our Future**, a new website and book by the United Nations Environment Programme, written by and for children. *Pachamama* is the Incan word for "Mother Earth." The materials, based on UNEPs *Global Environmental Outlook 2000* report, include poems, anecdotes, and illustrations by children around the world. www.unep.org/geo2000/pacha

🌱 **Electronic Green Journal** provides peer-reviewed articles, book reviews, news and information on international environmental topics. From the University of Idaho. www.lib.uidaho.edu

🌱 **One-Stop Search Site** for information on communications projects in environment, health, education, and development. Includes sites from the Communications Initiative partners plus other NGOs, funders, and UN organizations. www.comminit.com/search.html

🌱 **The Drumbeat**, a free electronic newsletter from the Communication Initiative Partnership, which includes 12 UN agencies, NGOs and foundations. Weekly news, resources, and tips on international communications issues. Subscribe to wfeek@coastnet.com

🌱 **Worldwatch Issue Alert**. Sign up for periodic articles suitable for publication or educational use from Lester Brown of the Worldwatch Institute in Washington D.C. by sending an email to mcaron@worldwatch.org

🌱 **The Earthtimes Foundation** has started a monthly publication for high school students, available at www.earthtimes.edu. Earthtimes also puts out daily web newspapers for adults at www.earthtimes.com

Awards

🌱 **2000 Media Awards**
The World Conservation Congress (IUCN) and Reuters offer awards for

outstanding work in environmental journalism published between July 1, 1999 and June 30, 2000. Winner gets a 3-month fellowship at Oxford University presented in October at the IUCN conference in Amman Jordan. For information contact Jo Weir, Reuters Foundation jo.weir@reuters.com or IUCN at Joa@hg.iucn.org

🌱 **CI Biodiversity Reporting Award**
Conservation International is offering awards in three countries. Submit articles published in Colombia or Guyana between August 1, 1999 and June 30, 2000 by July 3. Winners receive an expense paid trip to the 8th World Congress of Environmental Journalists November 13-17 in Cairo. Submit articles from Brazil between April 1, 2000 and March 31, 2001 by April 15, 2001. Winner receives an expense paid trip to the 9th World Congress of Environmental Journalists in Katmandu, Nepal, October, 2001. For more information, visit www.conservation.org/intercom/award

Conferences

🌱 OCT 4-11, Amman, Jordan. **IUCN 2nd World Conservation Congress**. Billed as the 'Biggest environmental gathering ever to be held in the Middle East,' this 10-day Conference for IUCN members, the world's largest conservation organization is organized around the theme of "Ecospace." www.iucn.org/amman

🌱 OCT 17-21, South Padre Island Texas. **North American Association for Environmental Education (NAAEE) 29th Annual Conference**. The theme is "Spanning Cultural and Ecological Diversity through EE." www.naaee.org

🌱 OCT 21-26, Caracas, Venezuela. **Third Iberoamerican Environmental Education Congress** for EE&C practitioners from Latin America and Spain. www.marnr.gov.ve/segunco.htm

🌱 DEC 19-23, Havana Cuba, **5th Congress on Marine Sciences, Marcuba 2000**. For more information, amlc.uvi.edu/eng5.html. Call for Papers deadline is September 15.

🌱 JAN 15 - 19, 2001 Melbourne, Victoria, Australia. **The Australian Association for Environmental Education, the Marine Education Society of Australasia, and the Victorian Association for Environmental Education** will conduct a national environmental education conference, which will bring together 400-500 educators from universities, national parks, schools, private industry, and government agencies. www.tce.rmit.edu.au/EEconference

Human Nature



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The World Conservation Union



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